Palo Verde High School

Grading Guidelines
2026-2027 School Year

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Overview

CCSD is committed to student success by embodying the core values of equity, accountability, and high expectations for all students. CCSD is committed to ensuring grades are an equitable and accurate reflection of student learning through sound grading practices. CCSD Regulation 5121 includes the utilization of a balanced grading scale, separation of academic achievement and learner behaviors, and guidance for providing students with additional opportunities to demonstrate mastery through reassessment opportunities.

Mindset

A collective mindset is essential to ensure students' grades are accurate, meaningful, and consistent. This mindset is focused on the following principles:

A. Grading practices are equitable and supportive of student learning.

B. Grades are based on a body of evidence aligned to the Nevada Academic Content Standards/Nevada Academic Content Standard Connectors (NVACS/NVACS Connectors) and CCSD curriculum.

C. Grades are a measure of achievement of the NVACS/NVACS Connectors and CCSD curriculum, thus eliminating behaviors from grades.

D. Students have reassessment opportunities to demonstrate proficiency after new learning has occurred.

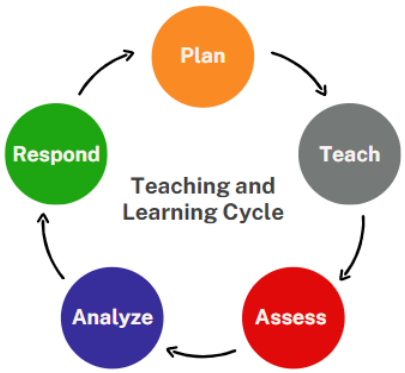
Core Beliefs

A. We are a champion for students! Supportive grading practices provide hope and compassion for students while demonstrating mastery of the standards. All students who are not successful on summative assessments will have the opportunity to reassess for identified grade-level standards.

B. PLCs are a critical component to student success. Educators use PLCs to plan, create/evaluate assessments, and analyze student data.

C. Students take ownership of their education by reflecting and engaging in additional instructional opportunities when they have unfinished learning.

D. Accuracy matters. Providing students with full credit for what they know when they know it is our responsibility as educators to ensure all students succeed.



The CCSD Grading Guidelines align with effective implementation of the Teaching and Learning Cycle.

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Grading Scale

All schools must utilize the grading scale, which is an equal interval balanced scale. CCSD reports student achievement to identify mastery of grade-level NVACS/NVACS Connectors and CCSD curriculum in designated content areas, ensuring equity and accuracy in reporting. Grades shall not be influenced by behavior or other nonacademic measures (e.g., late or missing assignments, attendance, participation, responsibility).

Secondary Grading Scales	
Grades 6–12	**Standards-Based (Available in the future)**
A 90–100% Excellent 4.0 B 80–89% Above Average 3.0 C 70–79% Average 2.0 D 60–69% Below Average 1.0 F 50–59% Emergent 0 P Passing (To be used for specific courses designated by the Academic Unit)	4 Exceeds 3 Meets 2 Approaches 1 Emergent 0 No Evidence

A. As indicated in CCSD Regulation 5121, *secondary courses must have semester exams that are comprehensive of the material covered during the semester. Semester exams for high school credit-bearing courses, including those taken in middle school, will have a weighting of up to 20 percent of the semester grade. Semester exams at the middle school level will have a weighting of up to 10 percent of the semester grade. The semester exam weight for high school credit-bearing courses at the middle school level should mirror the weighting applied at the primary feeder school. Weights at high school should be consistently applied to all courses schoolwide.* Semester exam scores below 50% will be adjusted to the minimum score on the CCSD grading scale (e.g., if a student earns a 32% on the semester exam, the score is adjusted to 50%). Students absent for a semester exam will receive a Missing *"M"* in the Grade Book until the make-up exam is completed in alignment with the school's make-up exam policy. If the exam is not made up, a Missing *"M"* will remain in the Grade Book.

   a. Palo Verde High School Semester Grade Weighting Percentages - ALL COURSES
      i. **Q1/Q3:** 40 percent,
      ii. **Q2/Q4:** 40 Percent
      iii. **Semester Exam**: 20 percent

B. Secondary schools will accurately score and communicate student progress on individual assignments toward mastery of the standards. Assessment scores entered into the Grade Book must be based on the actual score earned (e.g., an assessment score was 35%, the score entered is 35%). Secondary school sites must apply the equitable grading scale at each quarter (e.g., an assignment score less than 50% may be in the Grade Book; however, at the quarter, if the grade to be posted is less than 50%, it must be overwritten to a 50% or minimum score on the equitable grading scale).

C. As indicated in CCSD Regulation 5121, *Dual Credit/D*ual *E*nrollment courses utilize the grading scale and policies aligned with the partnering Nevada System of Higher Education institution school, department, and/or division.

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Infinite Campus Grade Book Category Weighting

A. School leadership must establish consistent weighting for all courses. Weighting must fall within the designated ranges each school year. The weighting for courses will be reviewed annually.

B. Palo Verde High School Grade Book Weighting
   a. Current: **Formative**: 20 percent, **Summative:** 80 percent

C. Infinite Campus Grade Book categories must be clearly communicated by the school to students and families.

Formative: Assessment for Learning	**Summative: Assessment of Learning**
• Used by educators and students during instruction to provide actionable feedback and inform ongoing teaching and learning strategies. • Low stakes; carries little to no weight in the Grade Book. • Includes informal classroom-based assessments (e.g., exit tickets, classwork, quizzes, observations, checklists). • Excludes universal screeners, diagnostics, or CCSD interim assessment (e.g., i-Ready Inform ™).	• Used to measure mastery of standards after learning has occurred. • High stakes; the majority of the student's grade is based on summative evidence. • Includes formal classroom-based assessments (e.g., unit tests, projects, presentations, performance tasks, semester exams). • Excludes CCSD and state cumulative assessments (e.g., SBAC, ACT, CTE, NAA, WIDA).

Missing Work (Schoolwide Policy in Alignment with CCSD Guidelines Used in Conjunction with CCSD Regulation 5113)

A. *Students are expected to adhere to deadlines for assignments/assessments. When barriers/life events occur, students are provided with additional time to complete the assignment/assessment without a reduction in their score for submissions past the due date.*

B. The mark "*M*" in IC is used to document an assessment that is missing and hasn't been submitted.

   a. The mark "*M*" is a score of 0 percent for secondary schools in the Grade Book, communicating the lowest possible grade.

   b. Once the missing work is submitted, the "*M*" is replaced with a score reflecting the student's academic performance, and the "*L*" late flag is added to the assignment to monitor student behavior separate from the academic grade.

   c. If a student does not submit the missing formative or summative work and/or assessment by the common established school deadline of **five school days *from the posted due date,*** and the teacher is unsuccessful in eliciting evidence of the student's learning, there is no further action from the educator, keeping the "*M*" in the Grade Book. ***Advanced Placement and International Baccalaureate courses may have varied expectations for missing work, based on the schoolwide grading policy. For the 2026-27 school year, Advanced Placement and International Baccalaureate will follow the school-wide Missing Work policy outlined above in Missing Work Subsection A-B.a-c., with the following exceptions, which cannot be submitted past the externally established deadlines:*** *College Board AP tests and* IB Internal and External Assessments**.**

d. Procedures for scoring unsubmitted work past established deadlines must be in accordance with CCSD Regulation 5122.

e. Guidelines for athletic eligibility for middle schools and high schools are available to support consistency across all secondary schools.

C. Educators must notify students/families of missing work via Infinite Campus in a timely manner (e.g., within three days of the missed due date). The Missing Work Guide for Families supports clear communication with parents/guardians.

a. Educators must clearly communicate the deadline for the acceptance of missing work.

b. Educators must clearly communicate that missing work results in a 0 percent for secondary schools due to no evidence.

c. Educators must provide students and families with resources to complete missing work (e.g., a copy of the classwork, rubric, and related resource material).

d. Additional communication (e.g., a cellular phone, approved electronic systems) may be used in accordance with CCSD Regulation 4100.

D. On a regular basis (e.g., progress report intervals), the curriculum/counseling department will generate a campus-wide failing/in-danger of failing report within Infinite Campus to identify students failing/in-danger of failing.

a. Identified students receive supplemental academic and/or behavioral interventions aligned to a school's MTSS framework.

b. Alternative methods of assessment (e.g., using personal communication rather than an extended written response) are considered based on student needs. Review the Reassessment Opportunities section for more information on assessment methods.

c. Accommodate the needs of all students, based on individual student needs, such as reduced number of items, extra time to complete the task, small-group administration, and chunking tasks. Visit the Instructional Strategies for Diverse Learners for additional strategies to equip all students with tools to be successful throughout the learning process.

d. Ensure the student's IEP or Section 504 Plan accommodations are implemented across all learning environments, and new accommodations to address student behavior are considered, as appropriate.

e. For more information on how to generate this report, visit the Infinite Campus Best Practice in Grading FAQ.

Homework (Schoolwide Policy in Alignment with CCSD Guidelines)

A. Educators work collaboratively with their grade-level/course team to set a common school expectation for homework.

a. Homework expectations must be in accordance with CCSD Policy 6143 and CCSD Regulation 6143.

b. In alignment with these expectations, homework is not required for each subject and content area.

c. Educators must consider the actual time it takes for students to complete homework rather than their estimation of what can be completed. Refer to CCSD Regulation 6143.

B. Homework should be used for practice or an extension of learning.

C. Completion status of homework must carry no weight in the Grade Book; progress must be reported as a learner behavior/habit of work, not as an academic grade.

Reporting Behaviors

A. Academic grades do not include learner behaviors/habits of work (e.g., homework completion, attendance, late assignments, participation, responsibility).

B. Learner behaviors/habits of work are measured using a school-based behavior rubric.
   a. Schoolwide behavior rubrics are clearly communicated to students and families.

C. Behavior and other nonacademic measures are reported separately in the citizenship section of the Grade Book.
   a. Secondary: Citizenship section.
      i. Palo Verde High School Citizenship Rubric

D. Educators notify students and families of unsatisfactory behavior in a timely manner (e.g., within three days of consistent unsatisfactory behavior).

   a. Educators clearly communicate schoolwide behavior expectations.

   b. Educators work collaboratively with students and families to improve student behavior.

E. On a regular basis (e.g., weekly), educators identify students who need additional behavioral supports.

   a. Identified students receive supplemental behavioral intervention aligned to the school's MTSS framework.

F. Incidents of cheating/forgery/plagiarism are addressed in alignment with the *Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct*. Students are provided with an opportunity to demonstrate their learning to ensure accuracy in academic reporting while also receiving targeted support to improve the behavior.

G. As indicated in Regulation 5121, dual enrollment courses utilize the grading scale and policies aligned with the partnering Nevada System of Higher Education institution school, department, and/or division.

H. Students enrolled in the International Baccalaureate (IB) program will be subject to the approved IB policies.

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Reassessment Opportunities (Schoolwide Policy in Alignment with CCSD Guidelines)

Academic grades shall use multiple means to assess student mastery levels and include opportunities for reflection, revision, and reassessment to ensure mastery of the NVACS/NVACS Connectors and CCSD curriculum for all students. Pacing guides identify essential standards to be assessed throughout the school year. CCSD guidance for each grade level/content area is utilized to ensure consistency amongst schools.

A. Reassessment Secondary Guidelines

a. Schools prioritize establishing reassessment opportunities during the school day for students within the identified NVACS/NVACS Connectors and CCSD curriculum.

b. Students **may reassess once per summative assessment** aligned to the schoolwide timeline (see A., i.).

c. Within ten (10) school days from the date the results of the original summative assessment are posted in IC, the teacher will offer a reassessment opportunity. Students who meet the reassessment guidelines will be eligible for the reassessment opportunity. (See subsection d)
    i. The results from the original summative assessment will be provided in IC within a reasonable timeframe from the date the assessment was completed.

d. Students will be provided an opportunity for reassessment **AFTER**:
    i. Completing the school-based reassessment reflection form per CCSD grading guidelines.
        1. Students who do not have the reassessment reflection form completed and turned in before the reassessment opportunity will not be allowed to complete the reassessment.

        2. If the reassessment reflection is submitted before the reassessment window closes for the specific assessment (10 school days from the day the assessment results were posted), the student will have the opportunity to complete the reassessment.

e. Schools may offer reassessment opportunities before, after, or during the school day.

    i. The schoolwide reassessment policy must not exclude students from an opportunity to reassess due to limited transportation before or after school, participation in after-school activities, and family circumstances (e.g., after-school employment, other family responsibilities).

f. An alternate or abbreviated assessment at the same rigor can be administered to elicit evidence of new learning. Various assessment methods should be considered (e.g., performance assessment, personal communication, selected-response, and/or written-response).

g. Active reteaching will be available to students after the original summative assessment grades are posted. (i.e. small group instruction, tutoring, reviewing formative assignments aligned to the summative assessment, completing test corrections, focused note review, teacher office-hours, etc.).

h. A student's grade should accurately reflect new learning. The current higher proficiency level of the student must replace previous evidence.

i. Summative reassessments are limited. Summative reassessments must be completed **before the grading window opens at the end of the term**.

j. Reassessment opportunities will not be offered for final exams/semester exams.

k. Specific assessments required by **Advanced Placement and International Baccalaureate may not be reassessed** (e.g. CollegeBoard AP tests, IB Internal and External Assessments)**.**

l. **Dual enrollment courses** must utilize the grading scale and policies aligned with the partnering Nevada System of Higher Education institution school, department, and/or division.

m. **Reassessment accommodations written in IEPs and/or Section 504 Plans supersede CCSD reassessment guidelines.**

n. **If a student is absent** on the date of the original assessment AND/OR the scheduled reassessment opportunity, teachers and students will follow CCSD's attendance policy (Regulation 5113).

Communication to Students and Families

A. Communication of grades via the Infinite Campus Grade Book must be done in accordance with Regulation 5122.

B. Scores and grades entered in the Grade Book must be current, allowing students time to reflect on and improve their grade prior to the end of the marking period.

C. The CCSD Grading Reform website and Back-to-School Toolkit are great resources for collaborative conversations with the school community.

D. The Assessment Literacy Framework provides educators with deep knowledge regarding sound assessment practices to facilitate supportive, productive conversations with students and families.